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(For the NEW YORK SCHOOL JOURNAL.)

Teachers' Welcome Home Again.

BY SYLVANUS LYON.

"Tis sweet to know there is an eye will mark
Our coming, and look brighter when we come."

There is a joyful glee, and a happy thrill comes with these words which cause the feelings to exult with gladness, and the heart to leap for joy. Home is the dear and sacred place, the shrine of the heart's affections, the hallowed remembrance of so many cherished memories. Who has not loved his home; and what heart does not consecrate these memories?

"Tis home where e'er the heart's affections dwell," is the old motto and thus this cherished word, *home* has a larger, broader significance than the mere place of one's birth, or of our earthly habitations. It applies to the affections, and the place, object or works which they have enshrined with love. It relates to the feelings, memories and the love which we cherish for these treasures of the memory.

The poet loves most dearly his thoughts of the beautiful, his ideals of the soul and their glorious visions. He delights to dwell in, and exult with these ecstatic pleasures. The painter's imagination, pictures, artistic forms and visions of artistic beauty, realms of fairy loveliness, in bright tints and delicate lines, these come before his vision and he loves them better than many of earth's realities. The writer feels ecstatic joys, thoughts, ideas and fancies glow in his feeling, and his senses thrill with the untold pleasures of the imagination. The enthusiast delights in his rainbow tinted gleams of glory, and revels in supernal charms of loveliness which like bubbles seem resplendent, and beautiful, and he exclaims eureka, when alas, they burst into nothingness. Holy men dwell most in heavenly glories and love most in their souls "the home of the hereafter." Youth exults in the radiance of hopes, gleams and merry fancies. Manhood's ambitions and fierce passions enthrall and hold us with supreme joys. Old Age serenely feels and loves to dwell in imagination (at times) in the bright, happy home of childhood, and in memories dear; pictured scenes of all life's joys and sorrows come to him while he calmly waits for the summer land of rest and peace.

And thus each stage, and phase of life has dream visions, pictured homes of beauty which are real to the imagination, where the heart's emotions love to dwell in feelings of happiness.

Thus the teacher has higher loves, purer joys. He labors to bless the world; his desires and holiest ambitions are for the young. Education and its grand, beautiful fulfillments incite his soul's highest endeavors, and the school-room possesses for him supreme charms and real beauty, it is (or should be) his heart's second best home. And thus each true teacher, feels now our Welcome Home Again.

We know how the child's heart pines for a dear mother's love, how the mariner feels a yearning for home in distant lands. We all have experienced joyful, exultant feelings

after separations, longing to return to hallowed scenes. We have somewhat of the Christian's faith and hopes; his promised joy in the Heavenly land. All these feelings are akin to those the true teacher should feel upon returning to his school-room home, again to unite with his classes in lessons, and labors of love.

Home is the place where we love most, and receive the most love, where we are best rewarded, can do the most good and receive untold blessings. Thus the teacher's ambitions and loves, all should be centered in his school-room home, with the tendrils of his affections (his scholar's) growing continuously with all his life experiences. He is the crown of glory, these his gems of beauty, and his school-room the place where all the virtues shine and become beautiful.

Teachers and pupils uniting together in a sweet communion of hopes, and sympathies, all their love commingling for one common good—some higher, nobler fulfillments for educational interests. The school room becomes truly with such feelings and loves, like a consecrated home for the mind's and soul's growth and culture to bless the world.

Talk of riches, count up diamonds, tell me of mines and treasures, build up vast estates and reckon the wealth of all these possessions, and they are as nothing compared to "the treasures of wisdom." Why, count me if you can, the real wealth of ideas, feelings and loves which are now gleaming like diamond gems in the minds and souls of the inmates of our Educational Homes throughout the land. Who can reach out to foretell the full results of one noble ambition. Ideas, and feelings expressed and acted, grow mighty and oftentimes rule the world. Reckon, if you can, the true praise and real glory of the lives of some of earth's noble souls. A dear mother's love and the lessons and impressions of the school room gave then their first germs of beauty. And thus reckoning the true value, the real beauty, the actual charms and profits of education, we welcome you home again, to your never ceasing labor of use and beauty. Teachers, do you thus rejoicing, commence each week's duties, and with joyful feelings re-enter your school-rooms? Have your minds and souls become enriched with these noble ambitions, and high promptings? Are you really working for the good of education, feeling its needs? Do you really love your vocation? Are your minds and souls in this work of culturing and training the young? Is your school-room like a very dear cherished home? If thus endowed you are prepared to impart rich lessons of truth and beauty to the young.

Talk about books, methods, studies, rules and plans, and formulas and their results. Show me in any work this real enthusiasm and true devotion, and I will promise glorious results for the cause.

Education is truly a noble, good work. It is a universal necessity and has produced untold blessings. All other riches are as nothing compared to the power, and true nobility which wisdom gives with goodness to the soul. Still there is a necessity for constant improvement. Teachers, the heights are before you! Excelsior must be your motto. Never contented with present fulfillments; forever pressing on—higher! nobler, better! Imparting and receiving lessons of truth and beauty, and thus meriting crowns of everlasting glory, you shall receive a true teacher's welcome, home again."

In Fitchburg, Mass., there are three grammar schools. In one of them a lady was principal, at the head of the other two there were gentlemen. A salary of \$1,300 was paid to all three of these principals, but recently the men's salaries were cut down \$100, while the woman's was left the same on account of her superior excellence as a teacher. It is the first instance of the kind on record.

Higher Education at the Expense of the State.

BY THOMAS HUNTER, PH.D., PRESIDENT OF THE NORMAL COLLEGE, NEW YORK CITY.

A paper read before the New York State Teachers' Association, July 25th, 1877.

One of the most beautiful events recorded in history is the establishment of pure democracies in the early New England settlements. The church and the school-house were erected side by side, the one the temple of God, the other the nursery of freemen. While struggling against nature, the elements and the merciless savage, the first settlers of New England planted on these two foundations the roots of free government so firmly and so surely that no subsequent storm, either of revolution or rebellion, could overthrow or destroy it. How much of self-denial and suffering it cost to build and support the little one story school-house with its single teacher, we can hardly appreciate in these days of ease and abundance. It is safe to assert that this little town of Plattsburgh could more easily support a university like that of Ann Arbor, than the early colonists could maintain an ordinary primary school. And yet without these district schools there could have been no successful revolution nor Great Republic. These schools were truly the grain of mustard seed out of which grew the greatness and glory of America.

Many causes have been assigned for the success of the Revolution. Viewed from the ordinary stand-point the Revolution itself is a phenomenon in history; almost a political miracle. That three millions of people, one third of whom were Tories, scattered over more than a thousand miles of territory, could withstand for seven years the wealthiest, if not the most powerful monarchy of modern times, finally triumph over all difficulties, and establish their independence, is the most marvelous event in modern history. Among the various reasons assigned for the successful issue of the Revolution, are, first, "The distance of America from the mother country, and the consequent difficulty in transporting troops to the scene of action;" second, "The over-weening confidence of the British generals and statesmen;" third, "The superior ability of the Fathers of the Republic;" fourth, "The frequent interposition of Divine Providence," etc, etc. But none of these are satisfactory to the mind of the philosophic student of history. The most potent cause of the success of the Revolution was the simple fact that the Americans from 1620 to 1775, (that is, during a period of about 150 years,) had practiced and learned the art of self-government. In their township governments the people had long been accustomed to manage their own affairs; and every man not an idiot or a convicted felon had a right to a voice and a vote. Every man was a thinker; every man was an actor; and the thinking and acting were the results of the common school system.

Hence there was unity of purpose; unity of action. Wherever men are intelligent, there, there will be compromise and mutual concession for the public good. The district schools of New England achieved the independence of America. The Revolution began in Boston. Boston expelled the Briton during the first year of the war, and Boston was never retaken. New England shook off the yoke, and kept it off. Great Britain expended her best efforts on middle and southern states, but abandoned New England as irretrievably lost. In these statements I do not wish to underrate the services of the Washingtons, the Marions, the Sumpters and the Lees, nor to detract in the slightest from the glory of Virginia and the Carolinas. All honor to the great men of the middle and southern states! But what I desire to show is that the mass of the common people of New England were intelligent rebels,—made intelligent by the common district schools,—the most unyielding

foes that George III encountered in the New world. What nobler sight than the New England blacksmith, Nathaniel Green, holding Euclid's elements in one hand, while he blew the bellows of his forge with the other, thus disciplining his mind for the grand struggle which he foresaw was coming! A learned blacksmith in these days is no uncommon sight; but at that time a blacksmith studying the propositions of geometry, was a sight unusual and singular. This hard-fisted, intelligent mechanic became the foremost general of the army, Washington alone excepted. He was pre-eminently the product of the common schools. He is mentioned because he was one of the highest representatives of a class. Benjamin Franklin obtained all his education in a common school, and he, too, was a mechanic. The achievement of American independence, and the suppression of the great rebellion were the direct results of the skilled labor and intelligence of the common people trained in the common schools. The rod of the school-master smote down the aristocracy of slavery on the bloody field of Gettysburg. It is a trite saying that republicanism must rest on a basis of intelligence among the masses. Trite as it is, it cannot be repeated too often. The intelligence of the masses put down the rebellion; the intelligence of the masses prevented quite recently a war of a disputed succession. Disputed successions have caused more wars than all else combined since the world began. What a grand sight to behold 40,000,000 of people bearing the strain of a disputed succession for four long months! and then quietly submitting to an improvised court of arbitration! There is not another nation on the face of the earth that could have borne it. In Mexico, in Peru, nay, in France or Spain or Germany, or even in England, the people under similar circumstances, would have been involved in civil war.

It is necessary to study the history of Mexico and the South American republics in order to comprehend the danger of establishing a republican government on a foundation of ignorance among the common people. Revolution, anarchy and bloodshed have desolated the fertile fields of these delightful lands. The truth is, it is much better for an ignorant people to be ruled by a strong, iron despotism than by a democracy. An ignorant democracy is of all forms of government the worst and most dangerous under the sun. The French Revolution with its horrid Reign of Terror furnishes sufficient proof of the fact.

The pressure of public opinion in Great Britain, compelling the ruling class to extend the elective franchise to such an extent that, to all intents and purposes, the mother country is to-day nearly as democratic as America. There is a queen without power; a house of lords without influence; relics of feudal barbarism without weight in the body politic. The simple fact remains that the mass of the English people govern Great Britain. The House of Commons is the source of all real power. English statesmen, the representatives of property, perceived the danger of placing the ballot in the hands of ignorant people. It was a thunderbolt in the hand of a child. Like wise men, they went to work with all their might to make their voters intelligent. Schools sprung up like magic all over the country. Fifty-four normal schools were founded to furnish the necessary skilled teachers. And in spite of the "religious question" which is found a stumbling block and rock of offense, the progress of common school education in Great Britain during the past twenty years, would astonish those not familiar with the efforts which are being made by the ruling classes to educate the common people. These ruling classes are not only wise, but selfish. They fully appreciate the fact, that "Self-Preservation is the first law of nature." They are determined to hold fast to their landed estates; to yield; to concede; to compromise; but to have no Revolution; no "Commune"; no "Reign of Terror." They are determined that if Republicanism must come, it shall come gradually, decently, decorously, in a gentlemanly garb, and not in rags and rioting, not in drunkenness and reeking with human blood. In a word they are determined that their Republic shall be established on a basis of intelligence among the masses. These crafty descendants of the crafty Normans are determined to have no Mexico, no Peru; they will have a republic like the United States, in which life and law and property shall be respected, and secure.

The common school system of the United States is an imperative necessity. Four-fifths of all the people admit this as a political axiom. Even many who are opposed to secondary and higher education cheerfully concede the fact. The two great political parties that divide the country are a unit on this important question. And no thanks to either; for that party which would dare to attack the common school system would be swept into oblivion. It would be overwhelmed and destroyed like Pharaoh and his hosts. An attack on the common school system would be simply political annihilation.

It is said that the Fathers of the Republic wisely separated the Church from the State. A state church in the United

States, they well knew, was a moral impossibility. No constitution could have been adopted which made state provision for any church. Suppose they made the effort—but it is futile to waste time in arguing the point. Suffice it to say that the Fathers do not deserve so much credit as has been accorded them for not connecting a church with the state; for the simple reason that it was beyond their power of accomplishment. It suits the opponents of higher education, at the expense of the state, to harp a great deal upon the wisdom of the separation of the church and state, and to argue that, in like manner, the secondary and the higher schools be divorced from the State. They admit that the common school, the primary school should be supported at the expense of the State. But refuse to admit any connection between the state and the higher schools. It seems to me that this is a very illogical. *Aut Caesar aut nullus*. Either the connection between school and state is right or it is wrong. There is no middle ground; no half-way house. When a conscientious churchman declares that a system of common schools supported by public tax is a violation of justice, I can understand and respect him; for according to his faith he is logical and consistent! He believes that all education should have a religious basis; that common schools are godless; that one man or one sect should not be taxed to educate the children of another man or other sect; that there should be entire "free trade" in education; that education should be furnished like shoes or clothes or victuals. These arguments are strong, infinitely stronger than those of the man who says, "Yes, I believe that a primary school should be supported by public tax; that the state should foster common schools; but I am opposed to high and normal schools, academies and colleges." But will this enemy of higher education at the expense of the state, please inform us just where the primary school ends and the high school begins? What is a high school or academy in one section of the state, is only a common or primary school in another. Even New York and Brooklyn with only a narrow stream between them, differ greatly as to what constitutes a primary or a grammar school. The courses of study in the cities and towns of this state are very different; and no two of them can agree upon the same course. Perhaps the foes of higher education would prescribe by state law exactly the subjects to be taught. Indeed there is no other plan of reducing the common school system to the primary grade. Suppose that Reading, Writing and Arithmetic are alone permitted. Then the question arises. How much Reading shall be taught? How much Writing? How much Arithmetic? Arithmetic is the most difficult of all the mathematical sciences to learn or to teach. No two teachers could possibly agree upon the quality and quantity of instruction to be given under such a law. The simple fact is that any limitation is not feasible. A great deal must be left to locality, surrounding circumstances, and the peculiar exigencies of certain districts. It is impossible to draw the line of demarkation between the primary and secondary schools, or between the secondary and higher schools. Each grade of school runs into the other, and, as stated before, what is termed an academy in one part of the state, becomes a mere grammar school in another part of the state.

The oft repeated comparison between the church and state, and the school and state is disingenuous. Cities, towns, and hamlets have their different churches, all, I hope, "agreeing to disagree." The Baptist and the Presbyterian can not worship together; neither can the Roman Catholic and the Episcopalian. Each sect must have its own church and its own pastor. This is inevitable. Theology has not been reduced to an exact science. Each denomination puts its own interpretation on the Bible. The Jew rejects the New Testament *in toto*; the Deist denies the divine inspiration of both old and new Testaments. A state church in republican America is impossible. But how is it with the school and the state? The Baptist and the Presbyterian both agree in the truth of the multiplication table. The Roman Catholic and the Episcopalian concur in the fact that two and two make four. The Jew and the Deist do not deny that, "Things which are equal to the same thing are equal to each other." The Methodist and the Unitarian will cordially admit that "A verb is a word which signifies to be, to act, or to suffer." In fact, all these sects concur in the truths of science, and in the principles of ethics and aesthetics. The theology of a man has no more to do with the study of Arithmetic or Geometry, of Art or Literature than the color of his hair or the shape of his nose. In a town of three or four thousand inhabitants there must be of necessity five or six churches; but one high school will suffice for all.

The foes of higher education were badly off for an argument when they dragged in the study of history. True, there are subjects which must be handled with great delicacy. But that teacher who has not tact and discretion enough to give a mere outline of disputed points, to state the opinions of different writers and so teach the subject as

not to give offense to any is unfit for his business. It has been asserted that more than one-half of all history is false; and I do not for one moment doubt the truth of the assertion. If history be found a stumbling block, eliminate it from the curriculum. In the higher school inform the students at the commencement of the term that they will be held responsible for a knowledge of English history; and tell them that may study Hume or Lingard, or any other author at their own pleasure. They can learn that Henry VIII obtained the title of "Defender of the Faith," for his pamphlet in favor of Catholicism; that he afterwards rebelled against the Pope and made himself supreme head of the Church in England; that Elizabeth put Mary, Queen of Scots to death; that Oliver Cromwell beheaded Charles I, &c., without a particle of responsibility for the opinions of the historians. But as I said before, if history is a rock of offense, remove it. When a student shall have reached the proper age, he can bring to this delightful subject, the resources of a trained judgment and cultivated imagination, and then he can better comprehend what has been justly termed "philosophy teaching by example." The chief object of all study is to train mental faculty. It is not a matter of much consequence whether the dumb bell is made of oak or ash, or painted green or yellow. The dumb-bell is used to develop muscle. The muscle itself is vastly more important than the little piece of painted wood that helped to make it. In the same way it matters little whether the reasoning powers are developed by the study of geometry or logic. The lawyer at the bar who "can make the worse appear the better reason," is never asked what particular study he employed to cultivate his reasoning powers. Educate the young man so that he knows how to study, where to find the best books on given subjects, and how to bring all the energies of the mind to bear on a given work. Then, and not till then, can he be said to be educated. The principal function of history in the schools is to cultivate memory. If this fact be borne in mind, physical geography, ancient history about which there is no dispute, rhetoric or literature will answer the purpose. All the disputed questions of modern history likely to elicit ill feeling among students can be safely ignored, or traced in barest outline. At the same time, it must be remembered that just as soon as a child can read intelligently, he should be compelled to study the history of the United States. There, then, is nothing to disturb the serenity of the sects; and there, the children should be trained to love the Great Republic and the great men who founded and preserved it. I am afraid that I have devoted too much time to this matter of history; but as it is the only subject of study concerning which there could be difference of opinion, or concerning which there might be injustice in the instruction of the higher schools, I thought it better to show that the cry of alarm was unnecessary, and that as an argument against higher education it was in my opinion disingenuous and worthless.

Education is divided into primary, secondary, and higher education; and though these departments differ greatly in different localities, this division is perhaps, the best that can be made. We shall endeavor to define more accurately our meaning. We shall class as primary schools all those schools which furnish simply an ordinary English education, including a knowledge of Arithmetic, English Grammar and more or less of History and Geography. In cities and large towns this class of schools often runs into the work of the secondary schools. We shall class as secondary schools all schools which prepare students for college, all Academies which teach the Latin language and some of the higher branches of science, and all normal schools. Of course the higher schools are such institutions as confer degrees. The student begins his career in the lowest class of the primary schools, and ends it with his bachelor's degree. The beginning and end of the course are, or ought to be alike, and if so it matters very little where the primary school terminates its course of study, provided the secondary school commences at the place where the primary ended. In other words, it is of no consequence how much or how little the primary school teaches provided there is a graded course of study commencing with the primary and terminating with the highest class in the secondary school. This is the New York City system. A primary course, including fourteen grades of study has been established. A child of ordinary ability finishes this course at the age of fourteen years. He or she is then admitted to the secondary course in the Introductory of the College of the City of New York, or in the Female Normal College. Here we have a systematic system; an organized body with head, trunk and limbs. The foes of higher education would lop off the head, and some would even go farther and hew down the trunk. Those who advocate the death of the whole body, head trunk and limbs, are far more logical and consistent.

In order to comprehend the vast extent of the school system of the United States, it is only necessary to glance at the report of the Commissioner of Education for the year

1875. Gen. Eaton in his admirable report gives the number of pupils enrolled in the public schools as 8,756,656. The number in daily attendance during the year 1875, was 4,251,808. To instruct this host of scholars, there was employed an army of 133,000 female, and 98,000 male teachers—total number of teachers, 231,000 in round numbers. The amount of money expended during 1875, on the public schools was in round numbers \$82,000,000. No other country in the world expends even half this sum of money on public schools. Since the people are willing to submit to such an enormous tax for the education of their children, it becomes the imperative duty of the State to provide able and competent teachers. Otherwise there will be a woeful waste of the people's money. If our rulers fill our schools with ignorant and inefficient instructors, they commit a crime against humanity. The foes of the public school system argue that the State has no more right to assume the function of school-master-general than that of baker-general; that it is the duty of the parent to furnish education for his children, precisely as he furnishes bread, or shoes, or any other necessary or comfort of life. From their standpoint, these enemies of the school system have a certain logic and consistency, which are wanting on the side of those who advocate public primary schools, but oppose the secondary and higher schools. The same right, which we shall term public necessity, that permits the State to establish a primary school at the public expense, also permits it to establish a grammar school, an academy, a normal school, or a college at the public expense. The one right implies and involves the other. If it be wrong to found a normal school, it is certainly equally wrong to establish a primary school. Every argument brought against the one can be brought with equal force against the other. If the State undertakes the work of public instruction, it should perform that work most thoroughly. Experience has shown that in a republic, the State must conserve itself by compelling the people to be intelligent. It has even gone so far in New York and elsewhere as to pass compulsory laws, imposing penalties on parents who do not send their children to school. Experience has also shown that competent teachers, under existing circumstances, cannot be obtained from private sources. Teaching is a profession, and needs professional training. The erroneous opinion has prevailed too long that any broken down scholar, fit for nothing else, is fit for teaching. The halt and the blind of other professions seek refuge in teacher's chair. The easy admission of unqualified persons into the teacher's guild has not only worked injury to the trained teachers, but to the entire school system. However, things are not quite as bad as they were formerly. In Germany in the beginning of the last century, it was customary to employ discharged common soldiers and ignorant old women to teach the district schools. Almost any one was good enough to instruct in a country school. But matters were worse than this in the American Colonies. From Gen. Eaton's report for 1875, we extract the following:

"There was no absolute security against their [the teachers'] ignorance, their incompetency, or immorality, as is seen by an advertisement in the Maryland Gazette of Feb. 28, 1771:

"*Ran away, a servant from Dorchester County, who had followed the occupation of a schoolmaster; much given to drinking and gambling!*"

"And again, in the same paper, in Feb., 1774":

"*To be sold, a schoolmaster and indentured servant who has got two years to serve. Signed John Hammond, near Annapolis!*" "To which the following N. B. was added:—" *He is sold for no fault any more than that we are done with him. He can learn bookkeeping and is an excellent good scholar!*"

Restrict the public school system to the primary grade, and in a few years the teacher's profession would degenerate into what it was a century ago; because the vast army of 230,000 teachers must be recruited from the secondary and higher schools. Abolish these, and where shall we look for qualified teachers? The public secondary schools furnish more than half the teachers of the primary schools. It is true that the sectarian colleges send forth a considerable number of teachers, particularly for high schools and academies, but these are male teachers, who as a rule rarely remain long in the profession; who use the teacher's office as a stepping-stone to the profession of law, of medicine or of divinity. One normal graduate is worth to the public schools a score of such teachers. Although the best teachers are good scholars, it does not follow by any means that every good scholar is a good teacher. The profession of teaching labors under one great difficulty: and that is, that so few are able to tell the difference between good teaching and bad teaching. A fine exterior, a glib tongue, a little assurance, and a fair amount of pomposity will deceive nine out of ten of the average school committee-men, will deceive the very elect. The inferior teacher is often showy and flashy—eloquent and imposing; while the teacher of real merit, who performs excellent work, in a quiet way, is

shy, diffident and retiring, making little or no impression on his board of school officers. This difficulty of estimating the teaching at his true value is extremely injurious to the cause of education. The lawyer is estimated to a nicety; the physician is weighed to a scruple; the clergyman is measured to a hair's breadth. The ignorance of the lawyer leads to loss of property; the mistake of the physician to loss of life. In these professions empiricism is easily detected and exposed. Not so in the profession of teaching. An empiric teacher may ruin thousands of minds, and remain a shining light in the community. Qualified teachers, I repeat, can not be obtained from private sources. Suppose the State became the public shoemaker, and undertook to provide every man, woman and child each with two pairs of shoes a year, and that these shoes cost \$80,000,000 per annum, and suppose that the people found that the shoes were so badly made that they fell to pieces in a week, what think you, would be the course of action on the part of the people? Why, they would cry out with a loud voice, nay, in thunder tones, to their rulers, "Give us good shoes, or we'll turn you out of office." Suppose these rulers should reply, "We would like to give you excellent shoes if we could, but we can not obtain capable shoemakers. We have done our very best, but without success." The people in turn would say, "We want no excuse; you tax us \$80,000,000 for shoes, and we must have shoes fit to wear. If you can not obtain capable shoemakers in the ordinary way, establish a normal school for shoemakers, and train efficient shoemakers forthwith. It will be true economy in the end."

Just so, if the State can not obtain efficient teachers from private sources, from the ordinary sectarian colleges and primary schools, let it forthwith establish normal schools and academies to instruct and train teachers for their high and holy work.

If the secondary and higher schools at the expense of the State are abolished, the primary schools would, in a very short time, degenerate into mere charity schools for the benefit of the lowest and poorest class of the people. Charity schools engender and perpetuate class distinctions, strike at the very root of republican equality, and foster an arrogant and ostentatious upper stratum of society, whose pride and glory it becomes to dispense alms to their poorer neighbors—at the public expense. If we must have charity schools, let them be private, under the control of the different churches, and supported solely by private means. They must not receive one cent from the State. The very backbone of every community is the great middle class. In peace, in war, in the time of tribulation and rebellion, in legislation, in trade, commerce, manufactures, in art, science and literature, this is the class that must be relied upon to furnish the thinkers and actors. West Point is a common secondary school supported by the State; the Naval Academy at Annapolis is a similar institution. Has the connexion between these two secondary schools and the State endangered republicanism in America? Certainly not. The graduates of these two institutions have repaid the country one hundred fold the cost of their support. If the United States have the right to establish two secondary schools at the expense of the State, it has the right, also, to establish a hundred, a thousand, if necessary. If, to conserve itself, the State establish a military academy, for a like reason, to preserve its rank as a manufacturing country, it has unquestionably the right to establish a secondary school of technology, or if need be, a great national university. I maintain that the right to found a primary school at the public expense pre-supposes the right to found every other grade of school up to the very highest.

It is not the extent of territory that constitutes a nation's strength; it is not even the vastness of its population that gives it its rank among the nations of the earth; but it is the number of intelligent and skilled workmen that it possesses. And whence come intelligent and skilled workmen to develop our resources? They must come mainly from the secondary and higher schools, and it becomes therefore the imperative duty of a wise government to foster higher education. Wise and able rulers of men have always made ample provision for the education of their people. The histories of Charlemagne, of Alfred, of Frederick, of Peter, of Napoleon the great, show that they sought to make their kingdoms and empires powerful by the diffusion of knowledge among the masses of the people. Charlemagne imported scholars from Britain and Ireland; Frederick the Great supported and extended the normal system during the throes of a great war; and Napoleon stated on the Island of St. Helena that, had he been permitted to reign, he would have made every workman in France an artisan and every artisan an artist. In the words of John Q. Adams at the dedication of the first normal school in America, "Shall the republic be outstripped in the march of education by the kings and potentates of Europe?" I think not. The republic was established by the intelligence of the people; it was saved by the intelligence of the people; and it can only

be perpetuated by the intelligence of the people; and in order to maintain an intelligent people, secondary and higher schools must be created and fostered by the State.

Time will not permit me to show what the Arabs of Spain accomplished by their magnificent system of primary, secondary and higher education; to show how they made the Peninsula the very garden of Europe; to show their discoveries in science; to trace their trade and commerce through every part of the East; to show how, by means of their higher education at the expense of the State, their country was so developed and enriched that the annual revenue of Abderrahman III. amounted to \$25,000,000, an enormous sum at that period, and probably greater than the combined revenues of all the remaining kings of Europe. It was a proud day for the Moslem when scholars from Italy, England and France went to the State University of Salamanca to finish their education. In spite of the cancer of Polygamy, this empire of the Moors in Spain lasted nearly eight hundred years—just about as long as the present Norman dynasty of England; and it endured so long because their rulers fostered education.

You are all familiar with the sudden rise of Germany to the foremost rank among the nations of Europe. The secondary and higher schools performed the work of elevating in one century a petty principality, the Electorate of Brandenburg into the mightiest monarchy of modern times.

Let the private schools continue their work; let the secondary and higher schools supported by the State turn out the best scholars they possibly can. May God speed them in their labors! But I firmly believe, and trust I have sufficiently proved it to be the duty of every State to establish a symmetrical system of common public schools, commencing with the primary and ending with the university, the number and extent of each class of schools to be regulated by circumstances and necessity.

LETTERS.

EVOLUTION DEFINED.

To the Editor of the NEW YORK SCHOOL JOURNAL:

As a class in Society, our teachers exercise more influence for weal or woe than any other. I make no exception. Coming as they do in contact with tractable minds, they can mold them for future greatness or usefulness, or thwart the hopes and design of parents, and dwarf their young charges into obstinate sceptics or defiant free thinkers. The transition is easy in the hands of a teacher, and a conscientious and able teacher deserves the highest meeds which society has to bestow. Appreciating as I do the teacher's vocation I propose to address them on a subject which is fast growing in importance owing to the skill of indefatigable advocates—a subject which I consider as containing much of interest to present and future generations; I allude to the *Development Theory*, sometimes spoken of as *Evolution*, and again as *Darwinism*. This subject is working its way in our schools; and teachers have become more or less affected by it. It is, therefore, necessary that this matter should be clearly set forth in all its bearings, so that whatever of evil it may have, shall be fully exposed, or whatever of good it may do shall be properly discerned and promoted.

Opposition is a condition we witness in natural phenomena, it is, also, the unavoidable bent of active minds. When properly directed it leads to good results, but contrarily its results are direful. Many superficial thinkers have a habit of opposing everything, believing that such a course gives them a reputation for shrewdness, intelligence or ability; which was carried out very successfully by the Grecian sophists about the time of Socrates. These philosophers occupied at that time the same position in the intellectual world that modern evolutionists do at the present time. They undertook to remodel knowledge just like their disciples are in our age attempting to do. Socrates, however, met them in their own field, and turned their own weapons against them. And as their doctrines were frivolous, the first hard blast they met totally overthrew them—the same fate which I opine is in store for the Doctrine of Development, so called.

Some of our present scientists say that it is superstitious and nonsensical to hold that the Earth and all its inhabitants had otherwise than a *natural* origin; by this they mean that all things came into existence in the same manner as a chicken, for instance, jumps from an egg—simply through processes of natural incubation, preceded by other natural processes of gestation in some form or other, which they indefinitely extend backward. At the same time, it must be observed that in carrying our mind backward in the past, they never arrive at a *beginning*, but ever lure us in this retrogradation, with the idea of infinity of the past and eternity of the future. This conception savors more of *opposition* to cherished beliefs than of any logical acumen. For, if it

be superstitious to believe that things had a beginning, why is it not absurd for finite minds to speak about the conception of infinity and eternity? We realize everywhere around us that certain things pass out of existence—they have an end, therefore, they had a beginning. Now, as such is the condition we observe among some things, and these things do by far constitute the greatest number of things we know; why is not more logical to predict that all things had a beginning, than to assert that there was no beginning?

The denial of a beginning is the *sine qua non* of evolutionists, and they adopt logically the standpoint of the old *Atomic Doctrine* originated by Democritus and Leucippus, and combated by Plato and Aristotle. Thus, evolutionists in denying a beginning, are compelled to hold in common with the old materialists, that an element called *matter* always existed, which has certain indestructible properties by which all things have and are maintained in existence. Hence, necessarily this affirmation positively and unequivocally denies the existence of a Creator and Providence. Some scientifically inclined minds at the present day do not wish to hold such a monstrous position, and so they embrace it under the name of the *Development Doctrine*, conceiving a limited creation, whereby some things had a beginning; but that present things have undergone changes, and exist now quite different from their original condition. Under this conception *Darwinism* may properly be classed.

Much acceptance is given to the doctrine of evolution, for the reason that many persons confound a natural process with a theoretic representation, and because the advocates of the doctrine use this natural process to give plausibility to their views. The true statement of this doctrine as it is held by materialists, is that every organism came into existence through gradual generic processes from another organism, distinct from itself. To account for the numerous complex organisms, materialists hold that these organic structures have descended by gradual stages of development, through forms less and less simple, from a common homogeneous substance, until the highest organism is reached. These views they undertake to fortify, by instancing certain well known natural processes in the growth of organisms as clearly illustrating their doctrine. Thus, Prof. Huxley, in his first lecture on evolution, in New York, a short time ago, gave the hypothesis of evolution as supposing "that in all this past progression there would be no breach of continuity, no point at which you could say this is a natural process, and that is not a natural process, but that the whole may be strictly compared to that wonderful series of changes which may be seen going on every day under our eyes, in virtue of which there arises out of that semi-fluid homogeneous substance which we call an egg, the delicate organism of one of the higher animals."

The above represents the commonly accepted doctrine of evolution—namely, that it is the "developments" which organisms undergo during their period of existence; and because these changes are manifest, materialists argue that specific variations occur among organisms in virtue of similar natural processes.

This reasoning, however, is specious, for it confounds a natural process with a fictitious representation. The egg is a mode of organic existence, and Agassiz has shown that all organisms pass through eggs. Now, when a hen's egg, for instance, is put under certain conditions, a series of changes transpires; a new being springs into life, which, also, undergoes changes throughout its entire existence. It can produce a similar egg to the one from which it sprang. The second egg will undergo changes similar to the first, producing also a being similar to that produced by the first egg, and similar productions can continue indefinitely. But it must be observed that throughout all these changes, no variation occurs, whereby a dissimilar egg or dissimilar being is produced—all the changes result simply in reenacting, with the utmost precision, identity in organism and identity in development. Hence, the specific differences among organisms cannot arise by generic processes; but the doctrine of evolution requires specific variations to ensue, therefore the doctrine depends on no natural process. In this event, the explanations which materialists give for the variety of organisms are chimerical, exhibit superficiality in observation, and commit their doctrine to an abnormal process.

Agassiz gave this subject much study; he rejected the evolution supposition, but regarded all animals and vegetables as having originated from eggs of the same character. Moses in the book of Genesis said that God created every creature capable to produce seed after its kind. Here are two views with respect to animals and plants, one formed as a conclusion to scientific investigations, and the other stated before such investigations.

In order to comprehend this matter clearly, we should know what an egg is; that it is not what Prof. Huxley calls it, "a semi-fluid homogeneous substance"—a mere examination of one should convince anybody of this, for, on the contrary,

it will be found to be as complex in structure as the adult into which it develops. It becomes, by simple warmth, transformed into bones, muscles, organs, nerves, blood, etc., of an animal similar to the one which produced it. Consequently it is an organic structure with the adult form in the state of nascency. Therefore, when we reason by natural processes only, we argue in a circle—deriving simply the repetition of like developments in the animal or plant.

Moses claimed a supernatural origin: the egg is undoubtedly an adult animal in potentiality—the archetype of the full developed animal; therefore its subsequent developments are in subordination to a previously contrived end. Consequently, there is a Power superior to the mere material developments, and is no less than supernatural.

This supernaturality is evident, for the reason that amid all the developments—the result—the ultimatum—the adult animal, always exists potentially—from incipience to maturity; and that the material developments are limited to an end previously ordained, which they must inexorably attain by a fixed series of transformations—which no "natural selection" or "sexual selection" can divert.

"For the archetype of an animal being so irremovably stamped from the earliest incipience, it must unquestionably be the representation in nature or adult state; therefore the primordial form of an animal was as Moses described it, in the adult condition—not chaos or embryo—the conception worthy of the great Creative Mind.

When we look above or around us, we are instantly impressed with a degree of Wisdom in the adaptation of circumstances to the various organizations, which is so vast and perfect, and, at the same time, so minute in its manifestations, that it is impossible for our finite mind to conceive that the intelligence and Power which originated all things could ever have been uncertain of results, or unable to meet ends arising from their operation. Therefore, this Intelligence and Power evidently had no reason, like erring human nature, to resort to experiments which are derogatory of Divine Attributes; but did by a simple fiat or exercise of will, condition things originally as we find them, knowing them to be then as now and always, in the best possible state.

Hence, we perceive why all things maintain a fixity in spite of the varying circumstances surrounding them. This fact we can exemplify by chemical ingredients, mix them together as we may, we never change their nature; but each of them retains all its properties unimpaired through all the multitudinous compositions. Now, the Intelligence and Power which originated these chemical substances, knew in the beginning the best possible natures for them, and accordingly so created them. And thus, with all other creations. Hence, in the beginning, the form of an organization was the perfect adult; for no other is consistent with Supreme Wisdom. Therefore, that all things gradually developed from chaos or nebula into their present conditions, is chimerical and abnormal.

LAWRENCE ELUTER BENSON.

Teacher's Salaries.

It is one of the curious facts appearing in the history of mankind, that the remuneration of those who are the real uplifting forces is excessively small. If a teacher or preacher has money, it is a suspicious circumstance, and demands an explanation. Said a sharp-eyed business man to a nephew who had decided upon teaching as a vocation, "You'll be a poor man; I never heard of but one man who made any money in teaching, and he kept a boarding-school." Occasionally, it is true, a teacher lives on nothing, saves his salary, buys something that rises in value and becomes rich; but the number of these is small. No man, indeed, will encourage his son or daughter to be either minister or instructor because there is no money in it.

Of all wearing occupations there is none, probably, equal to that of teaching; it wears out mind, nerves and body. For want of good air, destined to breathe the atmosphere already devitalized by his pupil, his body wastes—he cannot have good blood; continually thinking of the relations of words, of fractions, of rivers, and of proper pronunciation, he wears away the substance of his brain; and anxious to animate, influence, control, and inspire, he finds his nerves wrought up into a state of high tension, if not entirely unstrung. So that after a successful day in the school-room he begins to feel that more he has of such victories, the more he is undone.

Now, persons who are thus expending themselves deserved to be well paid. As there is a surfeit of those who will fill the teacher's post while they are preparing for a more lucrative business, or waiting for the lucky (?) man who will marry them, prices necessarily rule low; in market phrase, "teachers dull and heavy." To remedy these evils, there should be a sifting process to root out those who are simply filling the places that should be occupied by skillful men and women,

and then a really generous salary given to capable and efficient teachers, increasing it at the beginning of every new year of work.

Were it not so serious a matter, it would be laughable to contrast the prices paid for other labor and that paid to teachers. We find the prices paid to beginners range, in the State of New York, from \$250 up to \$3,000. This last, be it noticed, is paid to scarcely over one hundred persons! While a cook, with the waist like a barrel, whose brogue is still on her tongue, can command her thirty dollars per month and board—equal in amount to at least six hundred dollars; and a man in the same profession can get \$2,000, \$3,000, and even \$4,000.

The school is the place where the best things of this generation are to be carried over to enrich, strengthen, and benefit the next. Should these brain builders be well-paid or not? If they are well paid we shall get good and true men and women who will work permanently and skillfully in their calling. If we pay them poorly we shall invite into the ranks of teachers those destitute of ability and conscience. General Taylor after reprimanding a soldier for swearing, was nonplussed by the question, "You don't expect a man to have all the virtues, and get but ten dollars a month, do you, General?" And our School Trustees everywhere may remember this short maxim, "Poor pay, poor work."

Teachers' Meetings.

FROM the letter of an active and able superintendent of schools in Ohio, we find some valuable hints about his work among his teachers:

"We have very interesting teachers' meetings once each week. Each teacher reports upon a topic given out by me the week previous, then follows general discussion by the others. I endeavor to direct the discussion in the proper channel. The following subjects were discussed at our last meetings. (1) 'What preparation should the teacher make for his every day's work?'—opened by Mr. — of the grammar department. (2) 'Should a teacher scold?'—Opened by Mr. — of the First intermediate department. (3) 'How do I teach morals?'—opened by Miss — of the Second intermediate department. (4) 'What difficulties beset the teacher in his or her work?'—opened by Mrs. Roberts of the primary department. (5) 'To what extent should examples be used in teaching the principles of arithmetic?'—opened by the superintendent.

The discussions that follow are entered into with a real zest by all teachers of the corps, and as a result all are profited. Next week the balance of the corps report, thus each teacher prepares a special report once in two weeks, and participates in the general discussion at each meeting. In how many schools throughout the land is a similar plan followed? I know of many where nothing is done at all. Did superintendents and teachers realize the strength they would thus acquire, methinks no one would deprive himself of this one opportunity to improve.

Educational Maxims.

That was an excellent saying of the Spartan instructor, "I will accustom the boys to take pleasure in what is good, and to abhor what is evil." Truly the most excellent and proper purpose which education could aim at.—PLUTARCH

Among the Persians the boys were especially trained to temperance, by seeing how their elders lived temperately.—XENOPHON.

To do right before children is the best way of teaching them to be good.—MOSCHEROSCH.

For children there is absolutely no morality except example, either narrated or seen.—JEAN PAUL RICHTER.

"In teaching a child a-b-c, and impressing on his mind that these letters spell the words of the language, you teach him a falsehood and give him little chance to detect the cheat. I say so far from helping him to read, you have put a formidable obstacle in the way of his learning to read. The letters do not spell the words, and therefore the knowledge of the letters does not aid him in reading the words; they do spell something else, and therefore are an actual hindrance in learning to read."—THOMAS HILL, late president of Harvard University.

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New York School Journal,

AND

EDUCATIONAL DIRECTORY.

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The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, OCTOBER 27, 1877.

The paper by Professor Thomas Hunter, President of the Normal College, on "Higher Education," will well repay perusal. It is probably the most clearly stated argument that has yet appeared on a subject that has occasioned no small debate among the friends of public education. We therefore commend its careful perusal.

FROM W. L. Dickinson, Esq., Superintendent of Schools in Jersey City, N. Y.: "I have just read the first number of the SCHOLAR'S COMPANION. I like it, and hope that the promise which it gives of amusement and instruction for the pupils of our schools may be followed by a large subscription list. I cordially recommend it to parents and scholars."

Wanted.

In every school where are boys or girls who need money, and who would make good use of it. The teachers would gladly put them in the way of earning it if they could. We have a sure plan by which they can earn \$5.00 or more. Let them become agents for the SCHOLAR'S COMPANION. Only one in a school or department. Scholars may address us at once, enclosing a recommendation from their teachers as to efficiency and honesty.

For the Benefit of Your Pupils.

Two numbers of the SCHOLAR'S COMPANION have now been issued, and its scope and purpose must be apparent to all who have examined it. It is not a "boys and girls' paper"; it is fitted for those who are in the school-room, whose minds are awakened up by contact with the teacher's mind; it deals with things and thoughts that spring from the school-room; it interests its readers in education.

Now, what kind of a reception has been awarded to it? It has been most warmly and enthusiastically received. Teachers have taken it in their hands and holding it before their pupils have said: "That is the paper for you to take." For it really has a place in the school-room, like the slate, the blackboard and the dictionary.

Every teacher who has not seen it should at once write to us for a copy for examination. We know what his opinion will be in advance. He knows his

pupils WILL READ, and he will gladly encourage them to take what is an interesting and instructive periodical not only, but one that increase their interest in the school.

The Rights of Teachers.

OUR country is said to be founded on intelligence; the methods by which our government is administered demand an educated people. Hence, as the teacher is constantly laying afresh in each generation the forces which continue the state, he is of immense importance, commercially speaking, to the State. His labor is of an unseen kind, and is apt to be undervalued, and is undervalued by the unthinking. Yet no class of persons should receive more distinct and hearty recognition, and this is the first right. The public owe them honor if they labor faithfully in the school-rooms. If honor is given to the soldier for fighting bravely, it is also due the teachers for enlightening the coming generation so that fighting is not necessary.

Sufficient remuneration for service is another right. Here is where the public will fail to act properly, because its past estimation of the teacher has been placed very low. No effort should be spared to correct the misapprehension into which the public has fallen. The teacher invests a large capital in preparing himself for his vocation, let him be paid liberally and promptly. The spectacle now is too common of men teaching for \$50 per month, who step into other business, that pays them thrice as much; young and inexperienced persons take their places and a heavy loss falls on the children. There is also the right of pay after many years devoted to public service. The teacher is unfitted by a long service in the school-room to enter on other work and make a living by it. If it be said he must save enough to retire on, it may be replied that that is in most cases impossible; the wages paid not allowing it.

Lastly, permanence of position is of the highest importance. In New York City this is at a maximum, for here no teacher can be discharged, it is said. The teacher to be happy and useful, must not be worrying over the possibility of discharge at the end of a year's service. The custom of employing for a year at a time prevails extensively at the West, and it is expensive not only, but shabby and shameful; for a private by-law exists saying, unless a teacher is notified thirty days before term of service expires, he is to consider himself not re-employed! Yes, teachers have rights, and it is one of their rights to demand them; they must endeavor to build for those who come after.

(For the NEW YORK SCHOOL JOURNAL.)

In my Grammar Class.

I may as well say to begin with, that my class in grammar are very much interested, and that they do not consider the study dry at all. In the first place, I taught the boys how to classify the words, taking paper, and writing the sentence with the words under each other instead of after each other. Then they placed each word in a column headed noun, adjective, etc. After a good drill in classification, I proceeded to investigate the relation of words. I illustrated the connection of things in general. Thus the book on the desk naturally, not the desk under the book, etc. In this way the relations of things should be illustrated; the relation of pupils to teachers, teachers to schools, school-books to scholars, schools and teachers, etc. The thoughts of pupils can thus be much aroused to investigate and think. Then I turned to the relation of words and showed them the connection existing between them. This is a gradual work. "John walks;" what connection is here? "walks" gives information about John, tells what he does. "John reads;" reads tells what John does. In this way it may be shown that there are words that describe by showing the action—for the present call them action descriptors. The tall boy walks. "Tall" describes the boy, tells what kind of boy—it is a kind-describer. Here I told them that there was need of words to tell us the kind of things that existed, as hard, soft, green, white apples; and hence this class of words was common. Next, I gave, "The boy runs swiftly," "Swiftly" tells the kind of run-

ning, it is a kind-describer, too, but it does not describe a thing, but an action; it is a kind-of-action-describer. Here, then, are the four great members of the sentence investigated in a rude tentative way. It will cost some time, days, perhaps weeks, but gradually the relations of words will be clearly apprehended and that is everything. It is to the highest importance that the sentence should be studied as a thing of itself, just as you would study a mineral. The pupils must be taught to look into it as well as at it. Of course only very simple sentences should be selected, in order to make things plain. The names noun, verb, adjective and adverb are not absolutely necessary to be known; it is simply a convenience to have technical terms; let these be gradually introduced, therefore. Thousands upon thousands of our scholars learn the technical name, and connect no idea with it—in this condition it is simply useless lumber—nay more—it is like a lump of ice in a pot of yeast; you cannot produce fermentation unless you can get the temperature up to a certain point.

OLD PEDOGOGUE.

For the NEW YORK SCHOOL JOURNAL.)

Oberlin.
No. II.

In trying to get a general idea of a large college like Oberlin, one cannot do better provided he has not the time or the inclination to examine particularly into the course of study pursued, then to make himself acquainted with the public exercises, lectures, &c. enjoined by the faculty.

Last week the first monthly rhetorical exercise, in which all the college classes unite, was held in the chapel. It consisted of a number of orations prepared from carefully written essays, and was concluded by a very beautiful solo from Longfellow: "When darkness falls from the wing of night," rendered by a young lady belonging to the Conservatory. Bostonians would, no doubt, have felt surprise that such careful voice-training could be done in the "West." "Brigham Young," "The Reality of Truth," "Honesty and Infidelity," were among the subjects of the essays. The last we note as containing a thought worth treasuring by your readers. Honesty is inconsistent with infidelity because a thoroughly honest man will not rest satisfied till he thoroughly understands himself. To understand himself he must obtain correct ideas of truth, and these, said the orator, amid the applause of the students, "we can only obtain from the Bible and its teachings."

One marked feature here at Oberlin, is the deep fervor of piety which, notwithstanding many peculiarities, prevades both the students and the faculties. Every class is opened by a short hymn or prayer; evening prayers are attended by the whole school in the chapel, and no student is allowed to board in any family which does not conduct some kind of religious exercise in the morning. Attendance upon a Friday afternoon Bible class is obligatory, and weekly prayer-meetings conducted by a large number of both sexes, are optional.

Next to the subject of religion, that of the languages and their study perhaps receives most attention. Many of the students at Oberlin, both in the Collegiate and Preparatory Departments intersperse their school days with periods of teaching wherever and whenever they can find schools. For the benefit of such students, a Teacher's Institute is now being held, tickets to which are sold at very low rates. One of the lectures delivered was on the subject of language, which subject indeed, we find constantly recurring throughout the course. On the same week, for instance, as this first lecture of the Institute, Prof. White, Principal of the Preparatory Department took the same theme for his Thursday lecture, and indeed, to this decided preference for the languages above mathematics, everything tends at Oberlin. It would not be true to say that the mathematics are neglected but simply that the languages, ancient and modern, are accorded their proper place in the course of study pursued here. The study of the modern languages, especially in post graduating courses, it was argued, make the groundwork for all correct ideas of progress and modern civilization. Prof. White made a pleasing allusion to the Boston Latin Schools, with which, being educated in the East, he is well acquainted.

The weekly Thursday lecture above referred to, is a fourth regularly recurring general exercise enjoined by the faculty. On this afternoon the professors take turns in delivering lectures on different subjects. A fifth is imposed in the shape of what is called the general exercise which occurs on Tuesdays, once in two weeks. At this time the young ladies, or gentlemen of the same respective college year, or at alternate weeks of the "preps," as it is familiarly called, are advised for about an hour on the propriety of observing the college regulations. These consist, besides a number of implied regulations, of seven positive rules on the failure to observe which every lady student is required to make out a weekly report. This report, signed with the name of the matron of their respective boarding places, stu-

dents place in a small box kept for this purpose upon the table of the lecturer; and these reports are carefully copied into the books of the faculty. It would take more space and time than we can at present be permitted to occupy to attempt to recount these rules; we may at some future time touch upon them, but let it suffice to observe that two, certainly three, non-excused infringements are enough to cause the expulsion of the offender from the college. This necessitates a constant interviewing of the excusing officer. With the ladies these are the principal and assistant principal of the Ladies' Department, who hold daily office hours for the purpose of granting permissions and accepting apologies. The gentlemen report to one of the professors, the little boy who did not know how to "apologize," could not have existed in the Oberlin Preparatory. Many very amusing stories might be told in connection with this characteristic of the college.

And yet a community of seven hundred and sixty young men and women in a town of four thousand inhabitants, require some government. This year the number is already estimated as above, and new students are constantly arriving. The Ladies' Hall is crowded to its utmost capacity, and Tappan Hall, mentioned in a former paper, has about fifty occupants ranging from the inoffensive "preps," to the obstreperous seniors; this building, by the way, has been renovated from attic demands and does not look quite so much like an old landmark.

Speaking of landmarks, the residence occupied by President Finney, for so many years before his death, has been purchased by Mr. C. B. French of Granville, Ill., by whom it will be improved. "Politically," says a Cleveland paper, "Oberlin is exceedingly quiet. There has been but one political meeting during the campaign." In every way, if we subtract the college, the Ladies' and Public Reading Rooms, the College Library and all connected with the college, Oberlin is quiet. Just such a straggling country town as hundreds of others in New York State with scarcely enough business to supply its own wants. The Cleveland *Leader* is the Oberlin oracle, though the press is represented here in the shape of two republican papers. Both of these are "one-sided affairs," the first page of both being printed in Cleveland; but the statement is true in more senses than one. The college, however, demands considerable printing, the students editing the "College Review," which is very much like every other college publication—rather dull.

The town of Oberlin is, in fact, synonymous with the college, the college boarders and runners, and the college wants. That it may long remain the same study promoting, quiet town is the sincere wish of the writer. M. W.

PROF. ASAPH HALL, the discoverer of the moons of Mars, began life, it is said, as a carpenter, and with a meagre education. He married a school mistress, and it was this wise lady who induced him to study higher mathematics, and who herself became his instructor. He rapidly surpassed his teacher, and at twenty-five became an assistant in the Harvard Observatory. Shortly after the astronomical activity of the Naval Observatory at Washington was revived, in 1861, a number of professors of the navy were appointed, and Hall was given a position as assistant. In 1863 he was promoted to be a professor. There he has remained ever since, heartily appreciated by his associates. It was on the night of Aug. 11 that he first saw Mars' attendants. Between the 11th and 16th, when the weather was unfavorable for successful observations, he both hoped and feared, but his wife, to whom he alone communicated his discovery was enthusiastic and confident. While impatiently waiting to confirm his discovery, his generous disposition almost induced him to communicate his chances of success to his associates, so that all could share the honor; but the thought of his many years of labor without any "luck," convinced him that it would be foolish to throw away his first really good chance. One hardly knows what to admire most, Hall's persistent and successful struggle with his untrained mind, or his wife's brave and womanly help and inspiration.

ROCHESTER has retraced her steps in the direction of reducing teachers' salaries. The resolution to that effect has been rescinded, and the subject indefinitely postponed.

THE superintendent of the Davenport (Iowa) schools is a woman, a teacher of long experience, and those schools were never in a more efficient state than under her rule. She has been elected president of the State Teachers' Association.

It is impossible to make an angel of a young lady who persistently uses bad grammar. No matter how pretty she may be, or how attractive her outside appearance, all that goes for naught if she says, "Good-mornin'" and "Good-even'." Seriously, should a woman be called "graceful" who continually stumbled over her final consonants, and says, "Lemme go," "a good 'eal," "fir'-rate," "han' me that blottin' paper?"

Have we a Standard of the English Language?

We republish from the *Educational Reporter*, July, 1877, the following well-stated reasons for the popularity among teachers and scholars of the incomparable dictionaries of Noah Webster.

In most matters pertaining to human intercourse, and in regard to which man has frequently occasion to communicate with his fellows, there has always been felt the desirableness—well nigh an imperative necessity—of a rule or measure, established by authority, or so fixed by usage as to have become generally acknowledged, and to which appeal may be made in doubtful or disputed cases. Thus, among Christian nations the Bible is recognized as an infallible guide in morals and religion. Gold, with civilized countries, is the established standard of commercial values. So of measures of weight and dimensions: what perplexities and annoyances would be saved, and how much the general convenience promoted, by the universal adoption of the metric system.

In the foregoing and other instances how great the advantage, and almost absolute need, of a fixed rule or measure by which all doubtful questions in that special department can be decided. Is there scarcely less need of such a recognized authority in a given language? Without it what ambiguity as to the meaning of words? what diversity of usage in orthography and pronunciation? Have we anything approximating to such an authority and guide? In France, a learned body, the French Academy, sanctioned, if not appointed by the State, determines usage in such matters, and its decisions have the force of established law. In this country and Great Britain, from the different character of our civil institutions, and the changing nature of the language itself, and other causes, no such body exists, nor if existing would its authority probably be conceded. The alternative seems to be, a prevailing or general acquiescence in such leading lexicographical authority. Have we such an authority?

And, first and as most important, in regard to the *meaning* or *Definition* of words. Hon. Horace Mann, who was one of the leading educators of the country, and a gentleman of high culture and intelligence, said, "So far as I know there is an unanimity of opinion that Dr. Webster's is the best *defining* Dictionary in the English language;" and the present Chief Justice of the United States wrote under date of "Washington, D. C., October 25th, 1875. The book has become indispensable to every student of the English language. A law library is not complete without it, and the courts look to it as of the highest authority in all questions of definition.—MORRISON R. WHITE."

It would be easy to multiply similar expressions, and from equally distinguished sources, in Great Britain and the United States. Indeed, public decision on this point seems well nigh unvarying and unquestioned.

Second, *Orthography*, or the proper spelling of words. That what is known as Dr. Webster's system of orthography, as now presented in his works, is generally accepted as the standard of usage in the United States, is shown by the following facts: (a) By definite statements, over their own signatures, obtained from between one and two hundred prominent booksellers all over the country, in 1873-4, it appears that the sales of Webster's Dictionaries were as 20 to 1 of those of any other English lexicographer, and this proportion is believed yet to continue. (b) More than ten million copies of school books are annually published in the United States adopting Webster as their general authority. (c) The periodical and miscellaneous issues of the American press are in the same direction. (d) More than fifty millions of Webster's Speller have been sold in this country, and it has yet a regular demand.

That this condition of things will continue seems evident, (a) from the intrinsic reasonableness of the system; e. g., the French words *chambre*, *cider*, *entre*, in conformity with their English pronunciation, have become *chamber*, *cider*, *enter*. Shall the few remaining words of the class continue to present the anomaly of the old, i. e. the French, orthography? Why spell *metre* a measure, with *tre*, but diameter a measure across, *ter*? (b) As Professor Goodrich has well said, "The tendencies of our language (in orthography) are to greater simplicity and broader analogies," and this tendency is in no wise like to be reversed, but the demand, as indicated by public gatherings of learned men for this very object, and in both hemispheres, is for further progress in the same direction.

It should be added, that where present good sanctions two forms of spelling the same word, Webster's Dictionaries now give both—the preferred one first. The same rule is applied in pronunciation.

Third, *Pronunciation*. Pronunciation is "the act of uttering with articulation," and its organ is the human voice; its law, the prevailing, best usage of cultivated and refined people. It can of course be taught perfectly only by living example, and any mode of presenting it on the printed page either by respelling, or a system of diacritical marks, must from the nature of the case be an imperfect one. Then there will be diversities of usage, and occasional changes; yet some general guide, having the weight of authority, and presented on the printed page, seems indispensable. Hardly any one thing so publicly marks and distinguishes the unrefined and uncultivated from the refined and cultivated as inaccurate and inelegant pronunciation. A person of quite average intelligence, soon after the appearance of that work stepped into a bookstore and inquired for "*Gut-zot* on *Cie-tilization*." The bookseller inquired of the clerk, "Have we a copy of *Gee-Zo*?" The inquirer's entire ignorance of French pronunciation was of course made apparent to him, and occasioned a blush of mortification. Yet he might well have been pardoned a want of a knowledge of French; but how would it have been had the blunder been English? Does Webster furnish a satisfactory guide and authority, in this particular? President PORTER, the editor of the last edition of Webster's Unabridged, says of its "Principles of Pronunciation, originally prepared by Prof. Goodrich, and

elaborated by Mr. Wheeler with suggestions from able scholars," that "a more thoroughly practical and satisfactory treatment of the subject, the editor confidently believes, cannot be found in the language." The principles thus thoroughly and carefully elaborated, in their application to each individual word, have also had taken into account, as the final law, the best usage of both hemispheres, the result of wide observation, correspondence and a comparison with the labors of leading current English lexicographers. The claim of Webster as high authority in this respect, the public have fully recognized. The importance of a satisfactory guide on this point is obvious. How common the error of All'o-path-y, Hy'dro-path'y, instead of Al-lop'a-ty, Hy-drop'a-ty, in accordance with Ho-me-op'a-ty?

Is not the claim well established, then, that Webster is the standard authority of the English language, if any English dictionary can be so regarded? or as Prof. Stowe has said, "The standard, wherever the English language is spoken, it deserves to be, must be, is, and will be. If we would have uniformity, we must adopt Webster, for he cannot be displaced; but others may be."

Apparatus for Schools and Colleges.

There has been a growing demand for the introduction of the study of Chemistry and Natural Philosophy into our schools. One of the first to perceive the symptoms of this change was Mr. E. B. Benjamin, who in 1868, prepared to respond to the demand for apparatus that was springing up. The business was established in 1849 by Quettler of Paris, who attained a high reputation for his fine apparatus; Mr. Benjamin succeeded it to extend it in all of its departments. After an inspection of his warehouse at No. 10 Barclay street, we feel certain our readers will read a brief account with interest.

BEST MATERIAL NECESSARY.

In the first place, it must be noted that no chemist, druggist or professor can operate with poor materials. The glass or porcelain which is to be exposed to a high heat must be of the finest quality in every respect or the experiment will fail. Glass not made by an experienced workman, or of the best materials will fly into a thousand pieces when submitted to heat, hence the importance of the best quality. This gentleman is really a connoisseur in these matters. He imports glass and porcelain from Bohemia, which is a country famous the world over for its excellent glass. His chemicals have become noted for their purity and excellence, and many of them coming from Trommsdorff's manufactory. Among these we recall a fine collection of acids, ethers, pure iron and other metals, resins, test papers, and a vast variety of materials for the laboratory; also all kinds of thermometers, syphons, pipettes, rubber corks, alembics, (glass and porcelain) balances, beakers, bell-glasses, Bunsen's burners, crucibles, (iron, plumbago and porcelain,) retorts, filtering paper, flasks, funnels, and a thousand other things belonging to the laboratory. The pieces of apparatus number about 4,000 different kinds. Not only is the stock suited for schools, but there is every thing needed for mining, assaying and manufacturing purposes.

SPECIAL FEATURES.

Minerals and fossils form an important part of Mr. Benjamin's stock; no important or rare mineral but can be found here. Standard balances and weights of all the best makers are in his cases—among them Troemner's is perhaps the best. He was the first to import the now celebrated Holtz Electric Machine, a cut of which appears in his advertisement, for these a large number have been sold on account of the remarkable power they possess, and the length of sparks they give. He now manufactures them, and thus has reduced the price from \$65 to \$25. In addition to this, air pumps, magnets, stills and in fact everything pertaining to physical experimentation are constantly coming in from Europe and going out to our educational institutions.

HIS AIM.

Mr. Benjamin has made it a principle to get the best materials to be found. When he finds a manufacturer that produces a better quality than another, he purchases of him without reference to price; hence his trade extends into distant parts; we noticed a large order from Japan, another from Brazil. But our Colleges and Universities seem to give him special attention. Harvard, Yale, Williams, Hamilton, Cornell, Columbia School of Mines, are but a small part of the institutions that send their orders here. In fact, about every well-known institution supplies itself here—judging by the order books we were allowed to inspect, and the professors buy without seeing the goods, for if Mr. Benjamin has established one thing more than another, it is that no defective apparatus is allowed to be sent out of his warehouses. (His packer told us privately that Mr. B. is very severe on him, if he finds any defect in a piece of glassware selected to go out.)

PUBLIC AWARDS.

It is proper to add that Mr. Benjamin received special honors at the Centennial Exhibition. He received a diploma and the only medal given for such an exhibit. It is signed

by the following eminent scientists: Charles A. Joy, Ph. D., Professor of General Chemistry, Columbia College, N. Y.; F. A. Genth, A. M., M. D. Professor of Analytical Chemistry University of Pennsylvania, Philadelphia; Dr. J. Lawrence Smith, the celebrated Chemist of Louisville, Ky.; Prof. C. F. Chandler, Ph. D., M. D., LL. D., Professor of Analytical and Applied Chemistry, School of Mines, Pharmacy, &c.; Prof. J. W. Mallett, Ph. D., University of Virginia, and the following eminent gentlemen from Europe, viz.: Dr. William Odling, F. R. S., of Great Britain, chief among English chemists; R. Van Wagner, of Germany, Editor of the *Jahresbericht der Technologisches Chemie*; J. F. Kuhlman, fils, of Lisle, France, probably the largest manufacturer of chemicals in the world; Prosper de Wilde, Belgium, and Emanuel Paterno, Italy, all of whom are justly celebrated in the scientific world. In addition to this, the French, Belgian, Mexican, and Brazilian Commissions place his apparatus above all others. He is a man of accurate and most reliable ability, thorough and exact to the last degree.

The Harvard Examinations.

In order to assist the candidates who desire to prepare themselves for the examinations of June, 1878, not only in New York, but elsewhere, we give here the addresses of the secretaries of the several local committees from which blank forms for either examination, and all necessary information as to fees, papers and conditions, can be obtained: 59 East Twenty-fifth Street, New York; 114 Boylston Street, Boston; 401 South Eighth Street, Philadelphia; 372 West Fourth Street, Cincinnati. The preliminary examination will cover parts of two weeks; the advanced examination will occupy less time, proportionate to the number of subjects chosen. The local committees provide board and lodging at moderate cost, and will also in deserving cases lead pecuniary aid. For next year the preliminary examinations will embrace English and French, with German or Latin or Greek; physical geography; elementary botany or elementary physics; arithmetic, algebra through quadratic equations, plane geometry and history. No young woman under seventeen can take this as a whole, nor any under sixteen in part. None under eighteen can take the advanced examination, which will be, in five sections (in one or more of which the candidate may present herself), namely: Languages—any two of English, French, German, Italian, Latin, Greek; natural science—any two of chemistry, physics, botany, mineralogy, geology, mathematics—solid geometry, algebra, logarithms and plain trigonometry (required), with any one of analytical geometry, mechanics, spherical trigonometry and astronomy; history—either the history of Continental Europe during the period of the Reformation (1517-1648), or English and American history (1688-1800); philosophy—any three of mental philosophy, moral philosophy, logic, rhetoric, political economy. It only remains to state that these examinations are designed to afford young women pursuing studies by themselves, with more or less limited opportunities, a test of their progress "by a strict and publicly recognized standard," identical with that which is applied to men for the same kind and amount of work. The Harvard certificate, one obtained in any of the three degrees—"passed," "passed with distinction," "passed with the highest distinction,"—may have a commercial as well as a moral value.

Classical Education for Girls.

A HEARING was had before the sub-committee at the School Committee rooms in Boston last week, in reference to the admission of girls to the Boston Latin School. President Runkle and Prof. Howearn of the Institute of Technology, President Warren of the Boston University, Mr. D. B. Hagar of the Salem Normal School, Mr. John W. Candler, president of the Board of Trade, Rev. James Freeman Clarke and Alderman John E. Fitzgerald, these, one and all, favored the girls going to the Boston Latin School to fit for college, instead of the plan suggested by members of the school committee of adding a Greek department to the Girls' High School. It was conceded without question that the girls should have equal opportunities to fit for college and to pursue a classical course. The only question at issue was how to arrange the matter. All the speakers above named were very emphatic in urging the opening of the Boston Latin School to girls. Most of them favored co-education, and Alderman Fitzgerald prophesied that Harvard would fall into line and open her doors to women before his day should be passed.

A RAW material of sufficient quantity and of the necessary quality for the manufacture of paper, has long been sought. It is now said to be discovered in the stock of wild rice of the Northern Lakes, which is remarkably free from silic. Nearly a hundred thousand tons can be gathered from the waters of Canada alone.

Reference to Pupils.

In my own experience, this plan has been adopted with the happiest results. A small red morocco wrapper lies constantly on a little shelf, accessible to all. By its side, is a little pile of papers, about one inch by six, on which any one may write her motion, or her proposition, as they call it, whatever it may be, and when written, it is enclosed in the wrapper, to be brought to me at the appointed time for attending to the general business of the school. Through this wrapper, all questions are asked, all complaints entered, all proposals made. Is there discontent in the school? It shows itself by "propositions" in the wrapper. Is anybody aggrieved or injured? I learn it through the wrapper. In fact it is a little safety valve, which lets off, what, if confined, might threaten explosion,—an index,—a thermometer, which reveals to me, from day to day, more of the state of public opinion in the little community, than any thing beside.

These propositions are generally read aloud; some cases are referred to the scholars for decision; some I decide myself; others are laid aside without notice of any kind; others still, merely suggest remarks on the subjects to which they allude.—ABBOTT.

The Primary School.

ORDER.

It is impossible to give a complete idea to one who has not seen it, of the order that is obtained in some of our city primary schools. Is it too perfect an order? That each principal and teacher, and possibly each Trustee and Commissioner would say "No" to, with some indignation as though it were possible to have too good order—the monster! We entered the large room, the settee were vacant; we were conversing with the principal and turning around saw the settees were nearly all filled; five hundred had marched into that room and with noiseless and regularity had seated themselves. They all fixed their eyes on the wall in front of them; not a foot, not a hand moved; not a smile and we doubted whether they winked even. Next the the folding-doors were rolled aside and there were nearly as many more seated on the ascending rows of seats, and all perfectly motionless. We visited the class-rooms, and there a drear uniformity prevailed also. Now order is good we admit, but there may be too much of a good thing, at least so thinks

THE OLD PEDAGOGUE.

J. CLARK MILLS, the sculptor, has spent a month at St. Augustine, Fla., in the interest of the Smithsonian Institute, to obtain casts of the Indian chiefs, and he returned perfect casts of the sixty-four of these. When the cast of Long Wolf was taken ten of the other chiefs were admitted to see the operation; they were exceedingly curious, and watched the process with great interest. When the cast had been secured he showed it to them, and their astonishment was great. They looked at the cast, then at the countenance of Long Wolf again and again, and seemed quite excited, and finally laughed as heartily as an Indian can laugh, and seemed much amused. He inquired of the interpreter what amused them so, and was informed that they were laughing at the "white Indian."

The recent death of the grandson and last male relative of the poet Schiller, had led to the statement that there is not now living a single descendent in the male line of many eminent men among them Chaucer, Shakespeare, Spencer, Milton, Cowley, Butler, Dryden, Pope, Cowper, Goldsmith, Scott, Byron, Moore, Sir Philip Sidney, Sir Walter Raleigh, Drake, Cromwell, Hampden, Monk, Marlborough, Peterborough, Nelson, Stafford, Ormond, Clarendon, Addison, Swift, Johnson, Walpole, Bolingbroke, Chatham, Pitt-Fox, Burke, Grattan, Canning, Bacon, Locke, Newton, Davy, Hume, Gibbon, Macaulay, Hogarth, and Sir Joshua Reynolds.

THE endowment fund of the New London (N. H.) Literary and Scientific Institution is \$65,000, of which Mrs. James B. Colgate, of New York City, gave \$35,000, while the friends of the institution raised \$30,000. This fund will be placed in the charge of the board of trustees, wholly separate from the management of the academy. Only the income of the endowment can be used. Mrs. Colgate's contribution was set apart for this purpose some time ago, and she has signified her intention of passing over to the trustees both the principal and the accumulation, which, with some incidental advantages from other quarters, will swell the fund to nearly seventy thousand dollars.

MILTON was one day asked by a friend of female education if he did not intend to instruct his daughter in the different languages. "No, sir," replied Milton, "one tongue is sufficient for a woman."

BOOK NOTICES.

BELL'S PATENT TRANSPARENT TEACHING CARDS.—This is a plan for placing the Alphabet on transparent cards; on the top is printed a large letter, the initial of a short word which appears at the bottom, this word is the name of an object which is only seen by holding up the card to the light. These patent transparent cards devised by Mr. Geo. C. Bell are quite ingenious, and will prove a pleasing manner of teaching the alphabet to children. We learn he is intending to apply the same method to Arithmetic and other branches of school study. We think the teachers of many primary classes and schools will adopt them for daily use. The price is 25 cents for the alphabet of 26 cards.

A SHORTER HAND-BOOK OF LATIN POETRY—SELECTIONS FROM OVID AND VIRGIL. By Hanson and Rolfe. Potter, Ainsworth & Co., N. Y., Publishers.

This work contains selections from the first six, the eighth tenth and eleventh books of Metamorphoses, a portion of Tristia, and the tenth elegy of Ovid. From Virgil are the first, third, fourth, fifth, seventh and ninth Eclogues, the first and second books of the Georgics and the first six books of the Æneid. The work contains also a vocabulary, notes and references to the Latin Grammars of Harkness, Andrews and Stodard, Allen and Bullions and Morris, and brief biographies of those classic authors. The vocabulary is a valuable and convenient addition. It saves time and expense.

In preparing pupils for college the writer of this brief notice has found great advantage in drilling his classes on portions of Ovid before commencing Virgil. The stories of Ovid are brief and interesting: the structure of his language simple, and his style that of the narrative. Virgil, on the other hand, is a difficult author: his sentences are often long, their structure complicated and his style is ornate and artificial. This method renders the transition from prose to poetry much more gradual and easy. The student is also learning something of a valuable Latin classic of which many graduates even show great ignorance.

The biographies of Ovid and Virgil found in this work are briefly written, yet are more comprehensive than most authors give us.

The notes are suggestive, and tend not only to throw light upon the text but lead the mind of the pupil to a desire for further research and investigation.

The introduction to each book presents a general outline of the argument, and enables the scholar to enter upon his study with something of the assurance that a surveyor with his compass needle always indicating his direction, enters a forest.

The numerical arrangement of the references to Harkness's Grammar, with corresponding references to the grammars of Allen and Bullions & Morris will prove a most convenient table to the scholar.

The binding is unique and is of itself sufficient to place the book above and beyond competition.

Potter's American Monthly for Nov. opens with a paper on 'Minnesota,' by M. C. Woodward, 'The Writings of Geo. Elliot,' 'Domestic Life in Russia,' 'Ancient Dyes,' 'Beguiled: a Strange History,' 'Two Celebrated Characters,' 'The Language of Jewels,' 'Meditations,' 'Through Storms, the Homes,' 'The Etchin Diamonds,' 'Jemima Wilkinson,' and a paper on 'Ripples from the Rhone' by F. M. Colby.

THE line of conduct chosen by a boy during the five years from fifteen to twenty, will, in almost every instance, determine his character for life. As he is then, careful or careless, prudent or imprudent, industrious or indolent, truthful or dissimulating, intelligent or ignorant, temperate or dissolute, so will he be in after years, and it needs no prophet to cast his horoscope or calculate his chances.

PHOTOGRAPHS have been made of the Opera House, Paris, four feet three in length, and three feet four inches in height. They were obtained in one single piece, by well known processes, and with the aid of a large and specially constructed camera. All the lines of the pictures are of remarkable excellence, the mouldings the busts, the medallions, and even the minutest details being reproduced with rare perfection. The attempt is being made to secure pictures even larger than this.

WE notice Prof. T. C. Garner has gone from Owasso, Mich., to Big Rapids, Mich. He is a capital superintendent an earnest teacher, and will bring a long and valuable service to the new field before him. Big Rapids is an important town and has increased its educational advantages as it has increased in population. It now employs thirteen or fourteen teachers in its schools.

MRS. CARPENTER, school superintendent of Winnebago County, Ill., has been an excellent and satisfactory officer, and will be a candidate for re-election.

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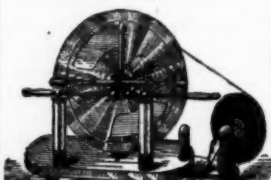
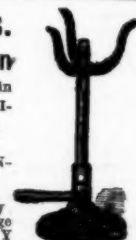


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